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ABSTRACT

This document provides a compilation of measures of progress toward school readiness and three contributing conditions as used in several local, state, and national surveys. The report begins with a legend listing the surveys examined, their acronyms, and contact information. The remainder of the report, in tabular format, lists measures of progress at school entry related to the areas of physical well-being and motor development, social and emotional development, language development, cognitive development, and disposition to learn. Each measure's use in a national, state, or local survey is noted. Also presented in tabular format is the use of progress measures related to three conditions contributing to school readiness: (1) healthy physical development, including healthy wanted birth, development on track, and no preventable disease or injury; (2) supportive social and cognitive environments, including strong bonds with primary caregiver, home environment quality, child care quality, family economic security, and family connections to supportive networks; and (3) safe physical environment, including neighborhood quality, safe healthy public space, and absence of abuse, neglect, and exposure to violence. (KB)

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ED 469 423

Basic Measures of Progress

January 25, 2002

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Materials prepared for the Pathways Mapping Project,
operating under the auspices of the Project on Effective Interventions at Harvard University

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LEGEND

Acronym	Full Name	Contact Information
ECLS-K (Fall 99) Parent	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Fall 1999, Parent Survey	Jerry West Director, Early Childhood Studies Program NCES 1990 K Street, NW, Room 9046 Washington, DC 20006-5650 202-502-7335 202-502-7455 (fax) http://nces.ed.gov/ecls
ECLS-K (Fall 99) Teacher, Part C	Early Childhood.Longitudinal Study Kindergarten Class of 1998-99, Fall 1999, Teacher Survey Part C	See above
ECLS-K (Spring 00) Parent	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Spring 2000, Parent Survey	See above
ECLS-K (Spring 00) Teacher, Part C	Early Childhood Longitudinal Study Kindergarten Class of 1998-99, Spring 2000, Teacher Survey Part C	See above
FACES-K (Spring 00) Parent	Head Start Family and Child Experiences Survey, Spring 2000, Parent Survey	Louisa Tarullo Federal Project Officer Commissioner's Office of Research and Evaluation Administration on Children, Youth, and Families Switzer Building, Room 2130 330 C Street, SW Washington, DC 20201 202-205-8324 lbtarullo@acf.dhhs.gov http://www2.acf.dhhs.gov/programs/hsb
FACES-K (Spring 01) Child	Head Start Family and Child Experiences Survey, Spring 2001, Child Assessment	See above

Acronym	Full Name	Contact Information
FACES-K (Spring 98) Parent	Head Start Family and Child Experiences Survey, Spring 1998, Parent Survey	See above
FACES-K (Spring 99) Parent	Head Start Family and Child Experiences Survey, Spring 1999, Parent Survey	See above
Hope VI Resident Satisfaction Survey	Hope VI Baseline Resident Satisfaction Survey	Linda B. Fossburg Abt Associates 4800 Montgomery Lane, Suite 600 Bethesda, MD 20814 301-319-0500 www.abtassoc.com
Hope VI Windshield Survey	Hope VI Windshield Neighborhood Survey	Linda B. Fossburg Abt Associates 4800 Montgomery Lane, Suite 600 Bethesda, MD 20814 301-319-0500 www.abtassoc.com
ISSB	Inventory of Socially Supportive Behaviors	Manuel Barrera Box 871104 Department of Psychology Arizona State University Tempe, AZ 85287-1104 480-965-3826 Manuel.Barrera@asu.edu
Kids Count	Kids Count, City Trends (1990-1998)	Child Trends 4301 Connecticut Ave. NW Suite 100 Washington, DC 20008 202-362-5580 www.childtrends.org

Acronym	Full Name	Contact Information
Missouri School Entry Assessment Project – Parent/Guardian Survey	Missouri School Entry Assessment Project – Parent/Guardian Survey	Sharon Ford Schattgen Coordinator of Curriculum and Assessment Division of Instruction Missouri Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65102 573-751-2625
Missouri School Entry Assessment Project – Teacher Survey	Missouri School Entry Assessment Project – Teacher Survey	See above
Neighboring in an Urban Environment	Neighboring in an Urban Environment	Abraham Wandersman Department of Psychology University of South Carolina Columbia, SC 29208 803-777-7671 wandersman@sc.edu
NHES: 91	1991 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 93	1993 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 95	1995 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/
NHES: 99	1999 National Household Education Survey Parent Interview	http://nces.ed.gov/nhes/

Acronym	Full Name	Contact Information
North Carolina School Readiness Assessment – Parent Survey	North Carolina School Readiness Assessment – Parent Survey	Kelly Maxwell Investigator Frank Porter Graham Child Development Center The University of North Carolina at Chapel Hill Campus Box 8180 105 Smith Level Road Chapel Hill, NC 27599-8180 (919) 966-9865 maxwell@unc.edu
NOWG	The National Outcome Work Groups	Eric Killian Area Extension Specialist Children, Youth & Families 2345 Red Rock, Suite 100 Las Vegas, NV 89146-3160 702-257-5542 killian@unce.unr.edu http://ag.arizona.edu/fcr/fs/nowg/index.html
SS-B	Social Support Behaviors Scale	Alan Vaux Department of Psychology Southern Illinois University Carbondale, IL 69201
Sustainable Measures	Sustainable Measures Indicators Database	Sustainable Measures PO Box 361 North Andover, MA 01845 978-9751988 mhart@tiac.net http://www.sustainablemeasures.com

Acronym	Full Name	Contact Information
Vermont "Ready Kindergartners" Questionnaire – Teacher	Vermont "Ready Kindergartners" Questionnaire – Teacher	David Murphey Agency of Human Services Planning Division 103 S. Main St. Waterbury, VT 05671-0201 802-241-2238 David.Murphey@state.vt.us
Vermont "Ready Schools" Principal Questionnaire	Vermont "Ready Schools" Principal Questionnaire	See above
Zero Population Growth	Zero Population Growth, Kid Friendly Cities Report Card (Part of the Children's Environmental Index)	Zero Population Growth, Inc. 1400 16th St, NW Suite 320 Washington, D.C. 20036 202-332-2302 tnfo@zpg.org http://www.zpg.org

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Physical Well-Being and Motor Development	Percent of parents who report their children as having {excellent, very good, good, fair, or poor} overall health		North Carolina (School Readiness Assessment—Parent Survey, #13)	ECLS-K (Fall 1999) CHQ.330 NHES: 93 #R106; NHES: 95 #M2
	Percent of children whose ability to learn appears to be inhibited by illness {not observed, seldom, sometimes, or often}		Vermont ("Ready Kindergartners" Questionnaire, #24a—teacher)	
	Percent of children who appear to be healthy		Missouri (School Readiness Assessment Project, Teacher Survey, #56)	
	Percent of children who are in expected range of height and weight for their age	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		

Child TRENDS

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children showing individual developmentally appropriate progress in all areas of their development		Minnesota (Work Sampling System, Early Childhood - Screening, part C-IFSP)	
	Infant mortality rate	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database	South Carolina	
	Percent of children with up-to-date immunizations		Rhode Island	
	Percent of kindergartners fully immunized		Vermont (Dept. of Health Immunization Program)	
	Percent of children who are immunized on appropriate schedule		Minnesota (Early Childhood Screening, Kindergarten Retrospective Study)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children entering school immunized		New York (Dept. of Health)	
	Percent of children who receive childhood immunizations at recommended ages	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of children who have a regular health care provider for routine medical care (i.e., well-child care and checkups)			FACES-K PARENT (Spring 1999) # N5
	Percent of children who visit a health care provider for preventative check-ups at a regular interval	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of people identifying obstacles to obtaining healthcare	Sustainable Measures Indicators Database		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who report that their families have health insurance other than Medicaid through their job or the job of another employed adult in the household			FACES-K PARENT (Spring 1999) # K8
	Percent of children under age 6 without health insurance		Rhode Island (Current Population Survey)	
	Percent of children without health insurance at kindergarten entry		Rhode Island (planned)	
	Percent of children who have adequate health insurance to cover basic medical care	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of children with health insurance other than Medicaid		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #6)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children with various types of health insurance coverage, or no health insurance: Private health insurance/private HMO (for example, employer provided) NC Health Choice (NC health insurance for working families) Medicaid CHAMPUS (military health insurance) Other No health insurance coverage		North Carolina (School Readiness Assessment—Parent Survey, #12)	
	Percent of children who have been to a dentist or dental hygienist for dental care			FACES-K PARENT (Spring 1999) # N6
	Percent of children who receive regular dental care	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of children with untreated dental problems at kindergarten entry		Rhode Island (planned)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who report their children having less or much less coordination in moving their arms and legs than other children compared to children their own age			ECLS-K (Fall 1999) CHQ.175
	Percent of children who demonstrate gross motor skills (e.g., running, jumping, climbing stairs, or skipping)		Missouri (School Readiness Assessment Project, Teacher Survey, #54)	
	Percent of children who achieve basic motor milestones within expected range of development	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of children who trip, stumble, or fall easily		North Carolina (School Readiness Assessment—Parent Survey, #15c)	NHES: 93 #R21

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who report their children as being {a lot more, slightly more, or less} active than other children of their own age			ECLS-K (Fall 1999) CHQ.140
	Percent of children who are physically active		Missouri (School Readiness Assessment Project, Teacher Survey, #53)	
	Percent of children who have been diagnosed as hyperactive			ECLS-K (Fall 1999) CHQ.160
	Percent or students who during structured play time are {a lot less, a little less, a little more, or a lot more} active than most children			ECLS-K (Spring 2000) TQ part C #4
	Percent of parents that report their child is {more physically active, less physically active, or as physically active} during structured activities like sports or activities at day care or school than other children			ECLS-K (Spring 2000) CHQ.130
	Body movement. Percent of children who are described by interviewer as: Sitting quietly Doing some squirming Having much movement Out of seat; body constantly in motion			FACES-K Child (Spring 2001) Interviewer Rating #1c

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who pay attention {slightly less or much less} well than other children their own age			ECLS-K (Fall 1999) CHQ.100
	Percent of children who pay attention {most of the time, regularly but not all the time, occasionally or sometimes, or never}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #24)
	Percent of parents reporting they have been told by a teacher that their child doesn't concentrate, doesn't pay attention for long			NHES: 93 #R52c
	Percent of parents reporting they have been told by a teacher that their child had been very restless, fidgets all the time, or doesn't sit still			NHES: 93 #R52f
	Percent of parents who report their children are very restless and fidget a lot			NHES: 93 #R25
	Percent of parents who report their children have a very short attention span			NHES: 93 #R26
	Attention Span. Percent of children who are described by interviewer as: Focusing attention voluntarily Attending to assessor direction Having some distraction with noise or movement of others Being easily distracted			FACES-K Child (Spring 2001) Interviewer Rating #1b

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children with poor concentration or limited attention		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who demonstrate fine motor skills (e.g., control of scissors or pencil)		Missouri (School Readiness Assessment Project, Teacher Survey, #55)	
	Percent of children who can button their own clothes		North Carolina (School Readiness Assessment—Parent Survey, #15a)	NHES: 93 #R18
	Percent of parents who report their children as better than other children on independence and at taking care of themselves compared to children their own age (or less independent, or much less independent than other children)			ECLS-K (Fall 1999) CHQ.095
	Percent of children who demonstrate self-help skills (e.g., toileting, wiping nose, washing hands) with occasional teacher assistance {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #23—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who practice personal hygiene		Missouri (School Readinèss Assessment Project, Teacher Survey, #57)	
	Percent of children who feed themselves and participate appropriately in mealtime activities	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who can dress themselves appropriately	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who can attend to their own hygiene needs	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who take care of their own belongings	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who have difficulty hearing and understanding speech in normal conversation			ECLS-K (Fall 1999) CHQ 230

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who have hearing loss of some type			ECLS-K (Fall 1999) CHQ.260
	Percent of children with untreated hearing/vision problems at kindergarten entry		Rhode Island (planned)	
	Percent of children with hearing and vision problems at the time of entry into kindergarten		Minnesota (Early Childhood Screening)	
	Percent of children who are deaf			NHES: 91 #C11; NHES: 95 #M4; NHES: 99 #PT5
	Percent of children who are hard of hearing			NHES: 91 #C11; NHES: 95 #M4; NHES: 99 #PT5
	Percent of children who can hear clearly without a hearing aid. (If not, can hear clearly with a hearing aid.)		North Carolina (School Readiness Assessment—Parent Survey, #15f)	
	Percent of children who turn on the television at a very high volume			NHES: 93 #R30

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who receive regular vision and hearing screenings	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percentage of children who have difficulty seeing objects in the distance or letters on paper			ECLS-K (Fall 1999) CHQ.285
	Percent of children whose eyesight allows them to see print in children's storybooks			ECLS-K (Fall 1999) CHQ.320
	Percent of children whose eyesight allows them to see form and/or color of objects, but not detail			ECLS-K (Fall 1999) CHQ.320
	Percent of children whose eyesight sees no light or has no light perception			ECLS-K (Fall 1999) CHQ.320
	Percent of children who have visual impairment or blindness			NHES: 91#C11; NHES: 95 #M4; NHES: 99 #PT5
	Percent of children who can see clearly without glasses. (If not, can see clearly with glasses.)		North Carolina (School Readiness Assessment—Parent Survey, #15e)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who bend over to look very closely at pictures or drawings			NHES: 93 #R31
	Percent of children who use special equipment for children with special needs (wheelchair, communication board, other assistive device)			ECLS-K (Fall 1999) CHQ.410
	Percent of children who have any kind of handicapping condition			NHES: 91 #C10
	Percent of children having disabilities whose disability/disabilities affect(s) their ability to learn			FACES-K parent (Spring 1998) #E4; FACES-K parent (Spring 1999) #E4; FACES-K parent (Spring 2000) # K3; NHES: 93 #R105
	Percent of parents reporting that a doctor or professional told them that their children were developmentally delayed			NHES: 93 #R104; NHES: 95 # M3
	Percent of children with IEPs Pre-K and K		Rhode Island	
	Percent of children with undetected disability/developmental problem that requires special education services at kindergarten entry		Rhode Island (planned)	
	Percent of children with a history of lead poisoning		Rhode Island	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Asthma hospitalization rate for children	Sustainable Measures Indicators Database	Rhode Island	
	Percent of children with healthy diets	Sustainable Measures Indicators Database		
	Percent of children with appropriate nutrition	NOWG, Administrative Data (Healthcare provider records, school health records, parent surveys/ interviews)		
	Percent of parents who report in the past 12 months that their child was hungry but they could not afford more food			ECLS-K (Spring 2000) FDQ.250
	Percent of parents who report in the past 12 months that their child skipped a meal because there wasn't enough money for food			ECLS-K (Spring 2000) FDQ.220
	Percent of parents who report that in the last 12 months their child went a whole day without eating because there wasn't enough money for food			ECLS-K (Spring 2000) FDQ.250

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children whose ability to learn appears to be inhibited by hunger {not observed, seldom, sometimes, or often}		Vermont ("Ready Kindergartners" Questionnaire, #24c—teacher)	
	Percent of children who are aware of the importance of nutrition, physical fitness, and basic health care to overall physical health	NOWG, Data (Teacher/parent surveys or interviews, child surveys or interviews, medical records)		
	Percent of parents who report they have been told by a teacher that their child is often sleepy or tired in class			NHES: 93 #R521
	Percent of children whose ability to learn appears to be inhibited by fatigue {not observed, seldom, sometimes, or often}		Vermont ("Ready Kindergartners" Questionnaire, #24b—teacher)	
	Percent of children who are in the expected range of cardiovascular fitness, flexibility muscle strength, and endurance for their age	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children with an appropriate ratio of body fat to lean muscle mass for their age	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		
	Percent of children who actively engage in developmentally appropriate physical activities at least three times per week	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		
	Percent of children who are aware of the potential dangers of drugs, alcohol, and tobacco	NOWG, Data (Teacher/parent surveys or interviews, child surveys or interviews, medical records)		
	Percent of children who are aware of the risks of unintentional injury and ways of reducing those risks	NOWG, Data (Teacher/parent surveys or interviews, child surveys or interviews, medical records)		

Child TRENDS

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Physical Well-Being and Motor Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families who make arrangements to provide extra opportunities and resources for child's development	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Social and Emotional Development	Percent of parents who report that their children behave and relate to other children and adults {better, slightly less well, or much less well} than other children their own age			ECLS-K (Fall 1999) CHQ.325
	Percent of children who form and maintain friendships {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #5)
	Percent of children with difficulty working with other students		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who can meet/play with different children their own age {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #1—teacher)	
	Percent of children who use problem-solving skills to address social dilemmas with peers {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #2—teacher)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who take part in interactive play with others {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #1)	
	Percent of children who use peers as resources {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #40)	
	Percent of children who share resources (e.g., toys, manipulatives) with others {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #41)	
	Percent of children who work cooperatively with others in a give-and-take manner {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #39)	
	Percent of children who suggest appropriate solutions to conflicts (e.g., negotiate rules during play/work—who will go first, handle conflicts over materials by taking turns or playing together) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #43)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who accept peers' ideas for group activities {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #7)
	Percent of children who argue with others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #19)
	Percent of children who comfort or help other children {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #20)
	Percent of children who score {very high, high, average, low, or very low} on a measure of social skills (i.e., makes friends easily, accepts peer ideas)		North Carolina (School Readiness Assessment—Social Skills Rating System, completed by teacher)	
	Percent of parents who have been told by a teacher that their child has been having trouble taking turns, sharing, or cooperating with other children			NHES: 93 #R52g

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have been told by a teacher that their child gets along with other children or works well in a group			NHES: 93 #R52h
	Percent of children who have friends and are part of a positive social network	NOWG (parent/guardian or teacher survey, interview, or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)		
	Percent of children who cooperate with peers and who volunteer to help peers with classroom or program tasks	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)		

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who interact appropriately with other children	NOWG (parent/guardian or teacher survey, interview, or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)		
	Percent of children who respond appropriately to peer pressure {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #18)
	Percent of parents who have been told by a teacher that their child likes to speak out in class and express his/her own ideas			NHES: 93 #52m
	Percent of children afraid to speak to people they don't know			NHES: 93 #R24
	Percent of children who get along with people who are different {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #12)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are considerate of others and engage in helping behaviors	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)		
	Percent of children who respect and show concern for others	NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)		
	Percent of children who recognize and respect similarities and differences between self and others	NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)		

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who interact positively with adults in the classroom {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #6—teacher)	
	Percent of children who use adults as resources (e.g., ask questions, request materials) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #37)	
	Percent of children who initiate conversations with familiar adults {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #38)	
	Percent of children who ask for help when needed {never, sometimes, often, or very often}		North Carolina (School Readiness Assessment—Parent Survey, #14d)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Ease of relationship (rapport). Percent of children who are described by interviewer as: Immediately friendly Friendly but reserved Shy Very reluctant and/or fearful			FACES-K Child (Spring 2001) Interviewer Rating #1g
	Percent of children who interact appropriately with adults	NOWG (parent/guardian or teacher survey, interview, or ratings using scales or checklists, parent/guardian or teacher observations, child ratings of peers)		
	Percent of children who show sensitivity and respect for others (e.g., share with others or offer comfort when someone is hurt or sad) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #42)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are sensitive to the feelings of others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #16)
	Percent of children who express their own feelings, opinions, and ideas without putting down those of others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #2)
	Percent of children who appropriately express a range of emotions (happy, sad, angry, frustrated) {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #4—teacher)	
	Percent of children who demonstrate an appropriate range of affection and other emotions	NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who express feelings and needs in socially acceptable ways	NOWG, Data (Parent/guardian or teacher survey, interview, or ratings using scales or checklists, structured observation of child behavior in program setting)		
	Percent of children who deal appropriately with frustration and unfavorable events	NOWG, Data (Parent/guardian or teacher survey, interview, or ratings using scales or checklists, structured observation of child behavior in program setting)		
	Percent of children who control temper {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #1)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who disturb ongoing activity {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #10)
	Percent of children who are disruptive in class		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who score {very high, high, average, low, or very low} on a measure of problem behaviors (i.e., fights with others, gets angry easily)		North Carolina (School Readiness Assessment—Social Skills Rating System, completed by teacher)	
	Percent of children who fight with others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #3)
	Percent of children who are overly aggressive to peers		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who respect the property of others {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #9)
	Percent of children who follow established rules/limits	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)		
	Percent of children who constantly seek attention		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who worry about things {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #4)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who appear lonely {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #6)
	Percent of children who show low self esteem {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #13)
	Percent of children who demonstrate or acknowledge their self-worth	NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who perceive themselves as capable of learning	NOWG, Data (parent/guardian or teacher survey, interview or ratings using scales or checklists, child survey or interview)		
	Percent of children who act sad or depressed {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #22)
	Percent of parents who have been told by a teacher that their child has often seemed sad or unhappy in class			NHES: 93 #R52e
	Percent of children whose ability to learn appears to be inhibited by emotional issues {not observed, seldom, sometimes, or often}		Vermont ("Ready Kindergartners" Questionnaire, #24d—teacher)	
	Percent of parents who have been told by a teacher that their child lacks confidence in learning new things or taking part in new activities			NHES: 93 #R52j

Child TRENDS

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who easily adapt to changes in routine {never, occasionally or sometimes, regularly but not all of the time, or most of the time} Confidence. Percent of children who are described by interviewer as: Very sure of self Confident with things they know; attempt new things with encouragement Reluctant to try new or difficult things Very uncertain; need much encouragement Percent of children who adapt to transitions within the school day {not observed, beginning, practicing, or performing independently} Percent of children who participate in routine activities	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)	Vermont ("Ready Kindergartners" Questionnaire, #5—teacher)	ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #21) FACES-K Child (Spring 2001) Interviewer Rating #1h

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who work independently {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #15)
	Percent of children with difficulty working independently and being self-directed		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who separate easily from caregiver {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #3—teacher)	
	Percent of children who can be left alone with a babysitter without a big fuss			NHES: 93 #R22
	Percent of children who accept responsibility for their actions and mistakes	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who act in ways that reflect an understanding of the responsibilities of a group or family membership	NOWG, Data (Teacher/parent surveys, teacher observation)		

Child TRENDS

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Social and Emotional Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children showing individual developmentally appropriate progress in all areas of their development		Minnesota (Work Sampling System, Early Childhood Screening, part C-IFSP)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Language Development	Percent of children with {very low, low, average, high, or very high} scores on a test of understanding of spoken words		North Carolina (School Readiness Assessment--Peabody Picture Vocabulary Test-III, Form A)	
	Percent of children who are proficient in understanding and interpreting a story or other text read to him/her			ECLS –K (Fall 1999) (Teacher Report, Part C, #2); ECLS –K (Spring 2000) (Teacher Report, Part C, #2)
	Percent of children who respond to questions {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #10)	
	Percent of children who follow directions {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #11)	

Child TRENDS

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Comprehension of directions. Percent of children who are described by interviewer as: Rapidly comprehending most directions given age expectations Understanding directions after several repetitions Partially comprehending directions Not appearing to comprehend most directions			FACES-K Child (Spring 2001) Interviewer Rating #1e
	Percent of children who understand simple directions, requests, and information {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #16—teacher)	
	Percent of children who demonstrate age appropriate understanding of oral language	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		
	Percent of children who have satisfactory scores on a measure of receptive vocabulary			FACES-K Child (Spring 2001) Section B

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who communicate needs, wants, or thoughts in primary language {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #15—teacher)	
	Percent of children who can recall and explain sequences of events (e.g. can tell about a recent activity, can retell a story) {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #19—teacher)	
	Percent of children who use their primary language appropriately to communicate needs and wants		Rhode Island (planned)	
	Percent of children who use language to communicate ideas, feelings, questions, or to solve problems {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #8)	
	Percent of children who use language to pretend or create {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #9)	
	Percent of children who can pronounce words, communicate with and understand others {better than, as well as, slightly less well than, or much less well than} other children their age			ECLS-K (Fall 1999) CHQ 200

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have been told by a teacher that their child's speech is hard to understand			NHES: 93 #R52k
	Percent of children who when they speak can be understood by a stranger		North Carolina (School Readiness Assessment—Parent Survey, #15d)	NHES: 93 #R27
	Percent of children who are proficient in using complex sentence structures			ECLS –K (Fall 1999) (Teacher Report, Part C, #1); ECLS –K (Spring 2000) (Teacher Report, Part C, #1)
	Percent of children who engage in conversation (e.g., complete sentences, turn-taking, etc.) {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #17—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who effectively use spoken language in an age-appropriate manner	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		
	Verbalization. Percent of children who are described by interviewer as: Making many spontaneous comments Making occasional comments Responding only when spoken to Being extremely reluctant to speak or using inappropriate speech			FACES-K Child (Spring 2001) Interviewer Rating #1f
	Percent of children who are proficient in producing rhyming words			ECLS –K (Fall 1999) (Teacher Report, Part C, #4); ECLS –K (Spring 200) (Teacher Report, Part C, #4)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who have age- and culturally-appropriate vocabulary		Rhode Island (planned)	
	Percent of children with age-appropriate preliteracy skills (numbers, letters, writing, language)		Rhode Island (planned—SALT Survey)	
	Percent of children with age-appropriate literacy in primary language		Rhode Island (planned)	
	Percent of children who can demonstrate age-appropriate reading and writing skills	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who demonstrate early literacy skills	NOWG, Data (Performance measures, school grade reports, teacher ratings using scales, checklists or questionnaires, parent/teacher surveys, scores on school readiness screening)		
	Percent of children with emergent reading skills			FACES-K Child (Spring 2001) #E14-E23
	Percent of children who are proficient in easily and quickly naming all upper- and lower-case letters of the alphabet			ECLS –K (Fall 1999) (Teacher Report, Part C, #3); ECLS –K (Spring 2000) (Teacher Report, Part C, #3)
	Percent of children who are familiar with some letters of the alphabet			FACES-K Child (Spring 2001) #E6-E13, G7, G8, G9, G10, G11

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can recognize all the letters of the alphabet			FACES-K Parent (Spring 1998) #G2; FACES-K Parent (Spring 2000) #G2; FACES-K Parent (Spring 1999) #F1; NHES: 93 #R15; NHES: 99 #PE2
	Percent of children who identify letters in the alphabet (e.g., recognize letter names) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #17)	
	Percent of children with {very low, low, average, high, or very high} scores on a measure of ability to recognize letters and simple words		North Carolina (School Readiness Assessment—Woodcock Johnson Test of Achievement-Revised, Form A)	
	Percent of children with age-appropriate letter recognition		Rhode Island (planned)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children with {very low, low, average, high, or very high} scores on a measure of phonemic awareness		North Carolina (School Readiness Assessment—Comprehensive Test of Phonological Processing)	
	Percent of children who recognize that there is a relationship between letters and sounds (e.g., recognize the sound of a letter or give a word that starts with the letter) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #18)	
	Percent of children who recognize that written spellings represent spoken words {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #19)	
	Percent of children who can recognize their name in print {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #20—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who recognize first name in print {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #26)	
	Percent of parents who say that their children look at books and magazines at home {rarely or never, monthly, weekly, or daily or almost daily}		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #13)	
	Percent of children who show interest in books {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #12)	
	Percent of children who respond to texts (e.g., talk about books, laugh, make predictions, intone, question, or compare) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #16)	
	Percent of children who, even though they are not yet reading story books on their own, look at books with pictures and pretend to read			NHES: 93 #R89; NHES: 99 #PE7

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who use picture cues and/or context cues to construct meaning from text (e.g., when being read to) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #13)	
	Percent of children who "read" simple books (e.g., easy, beginning books or predictable books) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #20)	
	Percent of children who read environmental print (e.g., cereal boxes, logos, signs) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #15)	
	Percent of children who are proficient in reading simple books independently			ECLS –K (Fall 1999) (Teacher Report, Part C, #6)
	Percent of children who are able to read story books on their own			FACES-K Parent (Spring 2000) # G6
	Percent of children who are proficient in predicting what will happen next in stories			ECLS –K (Fall 1999) (Teacher Report, Part C, #5)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are proficient in demonstrating an understanding of some of the conventions of print			ECLS –K (Fall 1999) (Teacher Report, Part C, #8); ECLS –K (Spring 2000) (Teacher Report, Part C, #8)
	Percent of children who have an awareness of the conventions of book reading			FACES-K Child (Spring 2001) #H1-H7
	Percent of children who exhibit book-handling skills (e.g., know how to hold a book and understand the direction of print) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #14)	
	Percent of children with age-appropriate familiarity and skills with books and print		Rhode Island (planned)	
	Percent of children who understand the purpose of books {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #18—teacher)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can identify the front of a book		North Carolina (School Readiness Assessment—Story and Print Concepts-adapted from FACES)	
	Percent of children who know that you read from left to right		North Carolina (School Readiness Assessment—Story and Print Concepts-adapted from FACES)	
	Percent of children who are proficient in demonstrating early writing behaviors			ECLS –K (Fall 1999) (Teacher Report, Part C, #7)
	Percent of children with emerging writing skills			FACES-K Child (Spring 2001) #CA1-CA9
	Percent of children who use pencils, crayons, and brushes to express ideas		Vermont ("Ready Kindergartners" Questionnaire, #21—teacher)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who scribble with intended meaning {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #21)	
	Percent of children who hold a pencil properly			NHES: 93 #R19
	Percent of children who can mostly write and draw rather than scribble		North Carolina (School Readiness Assessment—Parent Survey, #15b)	FACES-K Parent (Spring 1998) #F8; FACES-K Parent (Spring 2000) #G5; FACES-K Parent (Spring, 1999) # F8; NHES: 93 #R20
	Percent of children who can write their first name, even if some of the letters are backwards			FACES-K Parent (Spring 1998) #F9;FACES-K Parent (Spring 2000) #G4; FACES-K Parent (Spring, 1999) # F9; NHES: 93 #R17; NHES: 99 #PE4

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who use some letters in writing (e.g., letters from own name) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #22)	
	Percent of children who use letter-sound correspondence to write (i.e., invented spelling) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #23)	
	Percent of children who use a variety of resources (e.g., peers, books, environmental print) to facilitate writing {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #24)	
	Percent of children who share writing with others (e.g., tell others about the intended meaning in drawings and writing) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #25)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who report reading to their children every day			FACES-K Parent (Spring 1998) #D1; FACES-K Parent (Spring 2000) #13; FACES-K Parent (Spring, 1999) # D1
	Percent of parents who read to elementary school-aged child many times in the last year		Rhode Island	
	Percent of parents who took their elementary school-aged children to the library many times in the past year		Rhode Island (SALT Survey)	
	Percent of parents who say that someone in their home reads to their children {rarely or never, monthly, weekly, or daily or almost daily}		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #10)	
	Percent of parents who say that someone in their home tells stories to their children {rarely or never, monthly, weekly, or daily or almost daily}		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #11)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Language Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who say that they and their children have conversations {rarely or never, monthly, weekly, or daily or almost daily} Percent of children who speak Spanish as their primary language Percent of children showing individual developmentally appropriate progress in all areas of their development		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #12) North Carolina (School Readiness Assessment—Parent Survey, #5) Minnesota (Work Sampling System, Early Childhood Screening, part C-IFSP)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Cognitive Development	Percent of parents who report their children learn, think and solve problems {better than, as well as, slightly less well then, or much less well than} other children their age			ECLS-K (Fall 1999) CHQ.105
	Percent of children who score "ready" on a test of cognitive skills		South Carolina (Cognitive Skills Assessment Battery)	
	Percent of children with difficulty learning academic subjects		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children with age-appropriate reasoning and problem-solving skills		Rhode Island (planned)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who demonstrate age-appropriate pre-math and mathematics skills	NOWG, Data (Performance measures, school grade reports, teacher ratings using scales, checklists or questionnaires, parent/teacher surveys, scores on school readiness screening)		
	Percent of children with {very low, low, average, high, or very high} scores on a measure of math ability (composite of 2 assessments of skills such as counting and concepts such as "big")		North Carolina (School Readiness Assessment—Bracken Basic Concept Scale)	
	Percent of children who can count by rote to 10		Missouri (School Readiness Assessment Project, Teacher Survey, #64)	
	Percent of children who {cannot count, can count up to 5, up to 20, up to 50, or up to 100+}			NHES: 99 #PE3; NHES 93 #R16

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can recognize and name some numbers to 10		Missouri (School Readiness Assessment Project, Teacher Survey, #65)	
	Percent of children who can write some numbers {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #28)	
	Percent of children who can count to the total number in a set of objects			FACES-K Child (Spring 2001) #D2, F1-F6, F7, F11, F13
	Percent of children who are proficient at solving problems involving numbers using concrete objects			ECLS –K (Spring 2000) (Teacher Report Part C, #18)
	Percent of children who are proficient at using a variety of strategies to solve math problems			ECLS –K (Spring 2000) (Teacher Report Part C, #21)

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are proficient at sorting, classifying and comparing math materials by various rules and attributes			ECLS –K (Spring 2000) (Teacher Report Part C, #15)
	Percent of children who determine "same," "more than," and "less than" by comparing (e.g., look at their own and another child's collection of buttons and say that they have more buttons than the other child) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #32)	
	Percent of children who are proficient at making classifications			FACES-K Child (Spring 2001) #AS 1-AS8
	Percent of children who classify objects used in daily experiences (e.g., sort knives, forks, and spoons, compare plastic dinosaurs, or identify similarities and difference among beads) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #27)	
	Percent of children who demonstrate early signs of ability to add and subtract with objects			FACES-K Child (Spring 2001) # F7-F23

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who use numerical relationships to solve problems in daily life (e.g., use numbers to take lunch count or to figure out how many cookies are needed so that everyone can have one) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #29)	
	Percent of children who use spatial relationships to solve mathematical problems (e.g., rearrange blocks so they can all fit in a container, solve simple puzzles) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #33)	
	Percent of children who are proficient at showing an understanding of the relationship between quantities			ECLS –K (Spring 2000) (Teacher Report Part C, #17)
	Percent of children who are proficient at ordering a group of objects			ECLS –K (Spring 2000) (Teacher Report Part C, #16)
	Percent of children who order things according to relative differences (e.g., arrange dolls according to height or trucks according to size) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #30)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who make one-to-one correspondence (e.g., when playing a game, understand that "one" means to move their marker one space) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #31)	
	Percent of children who are proficient at using instruments accurately for measuring			ECLS –K (Spring 2000) (Teacher Report Part C, #20)
	Percent of children who are proficient at demonstrating an understanding of graphing activities			ECLS –K (Spring 2000) (Teacher Report Part C, #19)
	Percent of children with age-appropriate numerical skills		Rhode Island (planned—SALT Survey)	
	Percent of children proficient at classifying and comparing living and non-living things in different ways			ECLS –K (Fall 1999) (Teacher Report Part C, #14); ECLS –K (Spring 2000) (Teacher Report Part C, #14)

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are proficient in using their senses to explore and observe			ECLS –K (Fall 1999) (Teacher Report Part C, #12); ECLS –K (Spring 2000) (Teacher Report Part C, #12)
	Percent of children who are proficient at forming explanations based on observations and explorations			ECLS –K (Fall 1999) (Teacher Report Part C, #13); ECLS –K (Spring 2000) (Teacher Report Part C, #13)
	Percent of children who experiment with objects to produce effects (e.g., when playing with objects in water, may predict which objects will float and which objects will sink) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #35)	
	Percent of children who explain own actions by manipulating objects (e.g., "The tower will fall if I put another block on top") {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #36)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who generate, test and evaluate solutions to concrete problems	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		
	Percent of children who can demonstrate an understanding of cause and effect relationships	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are proficient in recognizing distinct differences in habits and living patterns between themselves and other groups of people they know			ECLS –K (Fall 1999) (Teacher Report Part C, #10); ECLS –K (Spring 2000) (Teacher Report Part C, #10)
	Percent of children who can recognize the colors red, yellow, blue and green by name			FACES-K Parent, (Spring 1998) #G1; FACES-K Parent, (Spring 1999) #G1; FACES-K Parent, (Spring 2000) #G1; NHES: 93 #R14; NHES: 99 #PE1
	Percent of children who can identify basic colors		Missouri (School Readiness Assessment Project, Teacher Survey, #63)	
	Percent of children who can identify colors			FACES-K Child (Spring 2001) #D1

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can name 10 basic colors		North Carolina (School Readiness Assessment—Color Bears-adapted from FACES)	
	Percent of children who recognize some basic shapes (e.g., circle, square, triangle)		Missouri (School Readiness Assessment Project, Teacher Survey, #62)	
	Percent of children who show understanding of sequence of daily events (e.g., know that recess comes after story time) {almost always, occasionally/sometimes, or not yet/almost always}		Missouri (School Entry Assessment Project, Teacher Survey, #34)	
	Percent of children who can give their full name		Missouri (School Readiness Assessment Project, Teacher Survey, #58)	FACES-K Child (Spring 2001) #A1

Child TRENDS

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school .	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can identify their age		Missouri (School Readiness Assessment Project, Teacher Survey, #60)	FACES-K Child (Spring 2001) #A2
	Percent of children who know their own birthday		Missouri (School Readiness Assessment Project, Teacher Survey, #61)	FACES-K Child (Spring 2001) #A3
	Percent of children who know how to contact an adult family member (e.g., know a parent's or grandparent's home or work telephone number)		Missouri (School Readiness Assessment Project, Teacher Survey, #59)	
	Percent of children who can decide when help is needed and obtain it in an emergency	NOWG, Data (Teacher/parent surveys, teacher observation)		

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Cognitive Development	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children showing individual developmentally appropriate progress in all areas of their development		Minnesota (Work Sampling System, Early Childhood Screening, part C-IFSP)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Disposition to Learn	Percent of children who work independently {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #15)
	Percent of children with difficulty working independently and being self-directed		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who act impulsively {never, occasionally or sometimes, regularly but not all of the time, or most of the time}			ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #17)
	Percent of children who know how and when to use adults as a resource {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #12—teacher)	
	Percent of children who take responsibility for belongings (e.g., hang up coat, put materials away) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #46)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who make choices {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #47)	
	Percent of children who cope with frustration and failure {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #51)	
	Percent of children with poor concentration or limited attention		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who pay attention during teacher-directed group activities (approximately 15 minutes) {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #11—teacher)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can listen and attend to academic tasks on an age appropriate level	NOWG, Data (Performance measures, school grade reports, teacher ratings using scales, checklists or questionnaires, parent/teacher surveys, scores on school readiness screening)		
	Percent of children who stay focused and productive while playing/working in a group {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #49)	
	Percent of children who stay focused and productive while playing/working independently {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #48)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Attention to directions. Percent of children who are described by interviewer as: Listening carefully to entire direction Attending only to brief directions Plunging ahead after hearing only a portion of the directions Plunging ahead immediately			FACES-K Child (Spring 2001) Interviewer Rating #1d
	Percent of children with difficulty following directions		Rhode Island (SALT Survey, Teacher-Student Rating Scale)	
	Percent of children who follow simple rules and instructions in the classroom {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #7—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who can follow multi-step oral directions	NOWG, Data (Performance measures, school grade reports, scores on school readiness screening, parent/teacher surveys, teacher ratings using scales, checklists, or questionnaires)		
	Percent of children who are curious (ask questions, probe, try new things, etc.) {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #14—teacher)	
	Percent of children who show curiosity and interest (e.g., enjoy and notice new things in their environments) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #44)	

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who explore and try new things (e.g., are willing to try new activities and explore new materials) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #45)	
	Percent of children who initiate activities in the classroom {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #13—teacher)	
	Percent of children who initiate and follow through on activities	NOWG, Data (teacher/parent surveys, teacher observation)		
	Percent of children who show eagerness to learn new things {never, occasionally or sometimes, regularly but not all of the time, or most of the time}		North Carolina (School Readiness Assessment—Parent Survey, #14b)	ECLS –K (Fall 1999) Social Rating Scale (Teacher Report, #14)
	Percent of children who appear enthusiastic and interested in classroom activities {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #9—teacher)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have been told by a teacher that their child is very enthusiastic and interested in a lot of different things			NHES: 93 #R52i
	Percent of children who talk about what they are learning {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #52)	
	Percent of children who are motivated and actively involved in learning tasks	NOWG, Data (Performance measures, school grade reports, teacher ratings using scales, checklists or questionnaires, parent/teacher surveys, scores on school readiness screening)		

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who perform their assigned tasks at school, at home and in community-based program settings	NOWG, Data (Parent/guardian or teacher observations, interviews, surveys or ratings using scales or checklists)		
	Percent of children who take pride in what they can do {never, sometimes, often, or very often}		North Carolina (School Readiness Assessment--Parent Survey, #14e)	
	Percent of children who show pride in accomplishments {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Readiness Assessment Project, Teacher Survey, #50)	
	Percent of children who say good things about school {never, sometimes, often, or very often}		North Carolina (School Readiness Assessment--Parent Survey, #14f)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who persist with self-selected activities (approximately 15 minutes) with intermittent teacher attention {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #8—teacher)	
	Percent of children who persist in completing tasks {never, occasionally or sometimes, regularly but not all of the time, or most of the time}		North Carolina (School Readiness Assessment—Parent Survey, #14a)	ECLS -K (Fall 1999) Social Rating Scale (Teacher Report, #23)
	Percent of children who use a variety of strategies to problem solve in the classroom {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #10—teacher)	
	Task Persistence. Percent of children who are described by interviewer as: Persisting with tasks Attempting tasks briefly Attempting tasks after much encouragement Refusing to attempt tasks			FACES-K Child (Spring 2001) Interviewer Rating #1a

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who show creativity in play or work {never, sometimes, often, or very often}		North Carolina (School Readiness Assessment--Parent Survey, #14c)	
	Percent of children who engage in imaginative play {not observed, beginning, practicing, or performing independently}		Vermont ("Ready Kindergartners" Questionnaire, #22—teacher)	
	Percent of children who use play themes (e.g., pretend to be a fireman) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #2)	
	Percent of children who represent ideas and feelings through movement (e.g., act like a butterfly, airplane, or truck) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #3)	
	Percent of children who create or respond to music (e.g., clap hands to music, sing, dance, or play musical instruments) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #4)	

Basic Measures of Progress

OUTCOME: HIGH RATES OF CHILDREN READY FOR SCHOOL Disposition to Learn	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who represent ideas through construction (e.g., build with blocks or other manipulatives) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #5)	
	Percent of children who use art (e.g., clay, pain, or crayons) to convey feelings and ideas {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #6)	
	Percent of children who talk about their creations (e.g., talk about illustrations or constructions) {almost always, occasionally/sometimes, or not yet/almost never}		Missouri (School Entry Assessment Project, Teacher Survey, #7)	

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition A. Healthy, Wanted Birth	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition A. Healthy, Wanted Birth	Percent of children who were born weighing under 5.5 pounds	Zero Population Growth, Kid Friendly Cities Report Card; Kids Count, City Trends (1990-1998); Sustainable Measures Indicators Database	South Carolina, Rhode Island	ECLS-K (Fall 1999) CHQ.010; NHES: 91 #C8; NHES: 93 #R101; NHES: 95 #M1
	Percent of children who were born weighing less than 3 pounds		South Carolina, Rhode Island	ECLS-K (Fall 1999) CHQ.015; NHES: 91 #C8; NHES: 93 #R102
	Percent of low birth weight births		New York (Dept. of Health)	
	Percent of children who were born more than 2 weeks before they were due			ECLS-K (Fall 1999) CHQ.025
	Percent of preterm births (less than 37 completed weeks of gestation)	Kids Count, City Trends (1990-1998)		

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition A. Healthy, Wanted Birth	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children receiving any care in an intensive care unit, premature nursery or any other type of special care facility upon birth			NHES: 93 #R103
	Infant mortality rate	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database	South Carolina, Rhode Island	
	Percent of births to teens	Zero Population Growth, Kid Friendly Cities Report Card; Kids Count, City Trends (1990-1998)	South Carolina	
	Births to teens ages 15 to 17		Rhode Island	
	Percent of repeat teen births	Kids Count, City Trends (1990-1998)		

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition A. Healthy, Wanted Birth	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of births to mothers receiving Medicaid, by age group: Less than 18 18-19 20-24 25-29 30-34 35+		South Carolina	
	Births to females under 18 per 1,000 births	Sustainable Measures Indicators Database		
	Percent of births to mothers without 12 years of education	Sustainable Measures Indicators Database		
	Number of live births to mothers with less than a high school education		New York (Dept. of Health)	
	Percent of births to unwed mothers	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition A. Healthy, Wanted Birth	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of births to unmarried women	Kids Count, City Trends (1990-1998)		
	Percent of women receiving adequate prenatal care	Sustainable Measures Indicators Database		
	Percent of women receiving late or no prenatal care	Kids Count, City Trends (1990-1998)	Rhode Island	
	Percent of women who received no prenatal care		South Carolina	
	Percent of women who received inadequate prenatal care		South Carolina	
	Percent of mothers who smoked during pregnancy	Kids Count, City Trends (1990-1998)		
	Substance-exposed newborns per 1,000 live births	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition B. Development on Track	Percent of parents reporting their children are in {excellent, very good, good, fair, or poor} health			NHES: 93 #R106; NHES: 95 #M2
	Percent of children who are in expected range of height and weight for their age	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children under 6 on Rite Care who have up-to-date immunizations		Rhode Island (Rite Care; KIDSNET)	
	Percent of children who receive childhood immunizations at recommended ages	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children under age 2 seen in public health clinics that were not fully immunized		South Carolina	

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who received the required immunization for 2-year olds by the time they were 2 years old		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #7)	
	Percent of parents who have a particular place that they take their children for routine care such as getting checkups or shots			NHES: 93 #R109
	Length of time since child has seen a medical doctor or other health professional for a checkup, shots or other routine care: less than 1 year, 1 year but less than 2 years, 2 years or more			NHES: 93 #R110; NHES: 99 #PT2
	Percent of children who had a health screening (a "well-baby" checkup) by 2 years of age		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #8)	
	Percent of parents who could {usually or almost never} access medical care for their child when it was needed from birth to school entry as		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #9)	

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children under 6 on Rite Care with regular, timely well-child visits		Rhode Island (Rite Care; KIDSNET)	
	Percent of children who visit a health care provider for preventative check-ups at a regular interval	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children with developmental screening at age 3		Rhode Island (ChildFind—Child Outreach Program)	
	Hospitalization for children age 0-5—total discharge rate		South Carolina	
	Hospitalization for children age 0-5—percent of discharges classified self pay or indigent		South Carolina	
	Emergency room visits for children age 0-5—total discharge rate		South Carolina	
	Leading causes of hospitalization for children age 0-2		South Carolina	
	Leading causes of hospitalization for children age 3-5		South Carolina	

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children under age 6 without health insurance		Rhode Island (Current Population Survey)	
	Percent of children who have adequate health insurance to cover basic medical care	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children who have ever been to a dentist or dental hygienist			NHES: 93 #R111; NHES: 99 #PT3
	Percent of children on Rite Care with dental exam by age 5		Rhode Island (Rite Care; KIDSNET)	
	Length of time since child has seen a dentist or dental hygienist for dental care: less than 1 year, 1 year but less than 2 years, 2 years or more			NHES: 93 #R112; NHES: 99 #PT4

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who receive regular dental care	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children who feed themselves and participate in appropriately in mealtime activities	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who can dress themselves appropriately	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who can attend to their own hygiene needs	NOWG, Data (Teacher/parent surveys, teacher observation)		
	Percent of children who take care of their own belongings	NOWG, Data (Teacher/parent surveys, teacher observation)		

Basic Measures of Progress

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who achieve basic motor milestones within expected range of development	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of Children who receive regular vision and hearing screenings	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children under age 6 on Rite Care who have accessed mental health services		Rhode Island (Rite Care; KIDSNET)	
	Percent of eligible children enrolled in comprehensive birth to 3 program (i.e., Early Head Start, Early Start)		Rhode Island (RI DHS/DCYF)	
	Number of children enrolled in Early Intervention		Rhode Island (RI Dept. of Health)	

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children (ages 0-3) receiving early intervention		Delaware (Dept. of Health and Social Services)	
	Percent of children in early intervention		New York (Dept. of Health)	
	Percent of parents who have been told by a doctor or other health professional that their child was developmentally delayed			NHES: 93 #R104; NHES: 95 #M3; NHES: 99 #PT1
	Percent of children who currently have a disability			NHES: 93 #R105A
	Percent of children with IEPs in pre-kindergarten and kindergarten		Rhode Island	
	Percent of children who received services from Babynet (early intervention program for all children under age 3 with developmental disabilities)		South Carolina	
	Percent of children who participated in Child Rehabilitative Services		South Carolina	
	Percent of children enrolled in preschool special education		New York (Dept. of Health)	

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children under 6 on Rite Care screened for lead poisoning		Rhode Island (Rite Care; KIDSNET)	
	Percent of children with healthy diets	Sustainable Measures Indicators Database		
	Percent of children with appropriate nutrition	NOWG, Administrative Data (Health care providers records, school health records, parent surveys/interviews)		
	Percent of children participating in the WIC program		South Carolina	
	Percent of WIC participants who met the criteria for malnutrition		South Carolina	
	Percent of WIC participants who met the criteria for anemia		South Carolina	
	Rates of hospitalization resulting from asthma, ages 0-4		New York (Dept. of Health)	

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition B. Development on Track	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who are in the expected range of cardiovascular fitness, flexibility muscle strength, and endurance for their age	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		
	Percent of children with an appropriate ratio of body fat to lean muscle mass for their age	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		
	Percent of children who actively engage in developmentally appropriate physical activities at least three times per week	NOWG, Data (Physical fitness tests, parent/teacher observations, medical records)		

CONTRIBUTING CONDITION 1: HEALTHY PHYSICAL DEVELOPMENT Subcondition C. No Preventable Disease or Injury	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition C. No Preventable Disease or Injury	Percent of parents reporting their children are in {excellent, very good, good, fair, or poor} health			NHES: 93 #R106; NHES: 95 #M2
	Emergency room visits for children age 0-5—percent of discharges that were classified as injury		South Carolina	
	Child injury hospitalization rate for children 0-5		Rhode Island (Dept. of Health)	
	Emergency room visits for children age 0-5—percent of discharges that were classified as non-injury		South Carolina	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	Percent of children whose biological parents are currently living together in a marriage like relationship			ECLS-K (Fall 1999) MHQ.030; NHES: 91 #C3
	Percent of children who are living with one biological parent and one non-biological parent who are legally married			ECLS-K (Fall 1999) MHQ.040
	Percent of children who are living with one biological parent and one non-biological parent who are currently living together in a marriage like relationship			ECLS-K (Fall 1999) MHQ.045
	Percent of children who live with their mother			FACES-K Parent (Spring 1998, 1999, 2000) # L4
	Percent of children who live with their father			FACES-K Parent (Spring 2000) # L20

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of married couple families with children under 6		South Carolina	
	Percent of single parent households with children under 6		South Carolina	
	Percent of single male headed households with children under 6		South Carolina	
	Percent of single female headed households with children under 6		South Carolina	
	Household type and relationship to children under 6 years: Living with their own parents (married couple, single father, single mother) Living with grandparents (married couple, single) Living with other relatives (married couple, single) Living with non-relatives (family setting, non-family setting) Living in group quarters (institution, other)		South Carolina	
	Percent of children's parents who are separated			NHES: 91 #C3
	Percent of children's parents who are divorced			NHES: 91 #C3

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children's parents who are widowed			NHES: 91 #C3
	Percent of children whose biological parents are legally married			ECLS-K (Fall 1999) MHQ.020; NHES: 91 #C3
	Percent of parents whose relationship with current partner is {very happy, fairly happy, or not too happy}			ECLS-K (Spring 1999) CFQ.100
	Children involved in divorce per 1,000 children	Sustainable Measures Indicators Database		
	Percent of family groups with only one parent living with a child under 18	Sustainable Measures Indicators Database		
	Percent of families in which, in a typical week, at least some of the family eats breakfast together {0-7 days per week}			ECLS-K (Spring 1999) HEQ.500

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families in which, in a typical week, children have breakfast at a regular time {0-7 days per week}			ECLS-K (Spring 1999) HEQ.510
	Percent of families who eat the evening meal together {0-7 days per week}			ECLS-K (Spring 1999) HEQ.520
	Percent of families in which the evening meal is served at a regular time {0-7 days per week}			ECLS-K (Spring 1999) HEQ.530
	Percent of families in which children have a regular bedtime on weeknights during the school year			ECLS-K (Spring 1999) HEQ.550
	Percent of families with parenting knowledge and skills to anticipate and meet developmental needs of their children		Minnesota (Early Childhood Family Education, School Readiness, Head Start)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families with appropriate parenting skills to anticipate and meet developmental needs of children	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	**State**	**National**
	Percent of families providing environments supportive of their child's education and learning	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		
	Percent of parents who read to their children {never, several times a year, several times a month, at least 3 times a week, or every day}			NHES: 91 #P19, E36
	Percent of families with preschool children that read to their child every day		Rhode Island (Department of Health, informal survey)	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who read for enjoyment {every day, several times a week, several times a month, several times a year, or never}			NHES: 91 #E37
	Number of children's books child has of his/her own: none, 1-2, 3-9, 10 or more books			NHES: 91 #E35
	Percent of families receiving a daily newspaper			NHES: 91 #E38
	Percent of parents who have read to their child in the past week			NHES: 91 # P24, E44
	Percent of parents who have read to their child {not at all, 1-2 times, 3-6 times, or every day} in the past week		North Carolina (School Readiness Assessment—Parent Survey, #18a)	
	Percent of parents who have taught their child letters, words, or numbers in the past week			NHES: 91 # P24; NHES: 93 R99; NHES: 99 #PS3

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have taught their child letters, words or numbers in the past week {not at all, 1-2 times, 3-6 times, or every day}		North Carolina (School Readiness Assessment—Parent Survey, #18c)	
	Percent of parents who have taught their child songs or music in the past week			NHES: 91 # P24; NHES: 93 R99; NHES: 99 #PS3
	Percent of parents who have told their child a story in the past week			NHES: 91 # P24; NHES: 93 R99; NHES: 95 #L3; NHES: 99 #PS3
	Percent of parents who have told their child a story in the past week {not at all, 1-2 times, 3-6 times, every day}		North Carolina (School Readiness Assessment—Parent Survey, #18b)	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have done arts and crafts with their children in the past week			NHES: 91 # P24, E44; NHES: 93 R99; NHES: 99 #PS3
	Percent of parents who have played games or sports with their child in the past week			NHES: 91 # P24, E44; NHES: 93 R99
	Percent of parents who have played with toys or games with their child in the past week			NHES: 93 R99
	Percent of parents who have taken their child along while doing errands like going to the post office, the bank or the store			NHES: 93 R99; NHES: 99 #PS3
	Percent of parents who involve their child in household chores like cooking, cleaning, setting the table or caring for pets			NHES: 93 R99; NHES: 99 #PS3
	Percent of parents who have visited a library with their child in the past month			NHES: 91 # P25, E45; NHES: 93 #R100; NHES: 95 #L5; NHES: 99 #PS4

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have gone to a movie with their child in the past month			NHES: 91 # P25, E45
	Percent of parents who have gone to a play, concert or other live show with their child in the past month			NHES: 91 # P25, E45; NHES: 93 #R100; NHES: 99 #PS4
	Percent of parents who have visited an art gallery, museum or historical site with their child in the past month			NHES: 91 # P25, E45; NHES: 93 #R100; NHES: 99 #PS4
	Percent of parents who have visited a zoo or aquarium with their child in the past month			NHES: 91 # P25, E45; NHES: 93 #R100; NHES: 99 #PS4
	Percent of parents who have visited a playground or park with their child in the past month			NHES: 91 # P25, E45
	Percent of parents who have discussed current events with their child in the past week			NHES: 91 #E44
	Percent of parents who have discussed science or nature with their child in the past week			NHES: 91 #E44

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have talked with their child about their family history or ethnic heritage in the past month			NHES: 93 #R100; NHES: 99 #PS4
	Percent of parents who have attended an event sponsored by a community or religious group in the past month			NHES: 93 #R100; NHES: 99 #PS4
	Percent of parents who have watched educational television with their child in the past week			NHES: 91 # P24, E44
	Percent of families with preschool children that regulate television viewing/computer use		Rhode Island (planned—Department of Health, informal survey)	
	Percent of children who have access to and use a home computer			ECLS-K (Spring 2000) HEQ.220

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of family members who attend and participate in community based programs in which their child attends	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		
	Percent of parents actively involved in their children's learning and education		Minnesota (Early Childhood Family Education, School Readiness, Head Start)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents who have contacted their children's teachers or schools for any reason having to do with their children			ECLS-K (Spring 2000) PIQ.110
	Percent of parents who have attended an open house or back-to-school night since the beginning of the year			ECLS-K (Spring 2000) PIQ.130
	Percent of families who make arrangements to provide extra opportunities and resources for child's development	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of families who are knowledgeable about community resources and who are connected to appropriate service providers/agencies	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		
	Percent of parents with mental health problems			ECLS-K (Spring 1999) PPQ.100-PPQ.210
	Percent of children born to parents with a history of mental health problems		Rhode Island (New Born Screening, Department of Health)	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children born to parents with a history of substance problems		Rhode Island (New Born Screening, Department of Health)	
	Percent of parents who are warm and affectionate with their chidlren			ECLS-K (Spring 1999) DWQ.010-DWQ.070
	Percent of children who move more than once a year	Sustainable Measures Indicators Database		
	Number of children under age 6 living in homeless shelters		Rhode Island (RI Emergency Shelter Information System)	
	Percent of households where no-one over age 13 speaks English well	Zero Population Growth, Kid Friendly Cities Report Card		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition A: Strong Bonds With Primary Caregiver; Structured, Stimulating, Stable Environment at Home	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of children under age 6 in foster care		Rhode Island	
	Percent of children under age 6 in foster care who are placed in a permanent home		Rhode Island (Planned—DCYF)	
	Percent of children under 6 in DCYF care who had multiple placements		Rhode Island (Planned—DCYF)	
	Children in foster care per 1,000 children	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition B: High Quality Child Care	Percent of children who receive child care on {school days, weekends, or both}			NHES: 95 #E8; NHES: 95 #G17
	Percent of children who receive child care {before school, after school, or both}			NHES: 95 #E9; NHES: 95 #G18
	Percent of children who were cared for regularly by someone other than their parents for more than 10 hours a week in the year before kindergarten.		North Carolina (School Readiness Assessment—Parent Survey, #16)	
	Percent of children in child care arrangements the year before kindergarten, by type of care: Care by a relative Babysitter or nanny (not a relative) Head Start Preschool at a public school Child care center or preschool (not Head Start, not in a public school) Family daycare (not in child's own home)		North Carolina (School Readiness Assessment—Parent Survey, #17)	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who had each of the following experiences for {less than one year, 1-2 years, or more than 2 years}, and whether or not those programs were licensed or accredited: Parents as Teachers First Steps Early Childhood Special Education Early Head Start Head Start Public preschool Private preschool Child care at a center Parent care at own home Child care at own home Child care at another private home		Missouri (School Entry Assessment Project, Parent/Guardian Survey, #14)	
	Percent of children enrolled in early care and education program the year prior to school entry (kindergarten)		Rhode Island (SALT Survey)	
	Percent FIP enrolled children participating in child care programs by type of program		Rhode Island (RI DHS)	
	Number of early care and education slots per 100 children ages birth to 3 in need of care		Rhode Island	
	Number of early care and education slots per 100 children ages 3 to 5 in need of care		Rhode Island	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Estimated percent that need child care		Vermont (Child Care Services Division)	
	Number of children on childcare waiting list	Sustainable Measures Indicators Database		
	Percent of children who have ever received child care from a relative on a regular basis			ECLS-K (Fall 1999) CCQ.015; NHES: 95 #D2;
	Percent of children who are currently receiving child care from a relative on a regular basis			ECLS-K (Fall 1999) CCQ.010; NHES: 91 #P1A, E29A; NHES: 95 #D1; NHES: 99 #PF1; NHES: 99 #PN1
	Percent of children who are currently receiving child care in a private home on a regular basis from nonrelatives (including care provided before or after school)			ECLS-K (Fall 1999) CCQ.115; NHES: 91 #P2A; NHES: 95 #E1; NHES: 99 #PG1; NHES: 99 #PO1

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children who have ever received care in a private home from a nonrelative on a regular basis			ECLS-K (Fall 1999) CCQ.120; NHES: 91 E30A; NHES: 95 #E2
	Percent of children who are currently attending a day care center or a before or after school program at a school or in a center on a regular basis			ECLS-K (Fall 1999) CCQ.260; NHES: 91 #P3A; NHES: 93 #R36; NHES: 95 #G5
	Percent of children who have ever attended a day care center or a before or after school program at a school or in a center on a regular basis			ECLS-K (Fall 1999) CCQ.265; NHES: 91 #E31; NHES: 95 #G6
	Percent of children currently in daycare who go a full day			NHES: 91 #P3D; NHES: 95 #G16
	Percent of children currently in daycare who go a half day			NHES: 91 #P3E; NHES: 95 #G16
	Percent of children currently in daycare with educational programs			NHES: 91 #P3F; NHES: 93 #R40
	Percent of children who have ever attended Head Start			ECLS-K (Fall 1999) CCQ.210; NHES: 93 #R33

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children currently enrolled in Head Start			NHES: 93 #R32; NHES: 95 #F1
	Percent of low-income children in comprehensive child care program/Head Start		Rhode Island	
	Participation rate of eligible 4-year-olds in Head Start and early child assistance program		Delaware (Dept. of Education)	
	Percent of children currently in daycare with Head Start Programs			NHES: 91 #P3G
	Percent of children currently attending a nursery school, prekindergarten, or Head Start program.			NHES: 91 #P4A
	Percent of children who have ever attended a nursery school, prekindergarten, or Head Start program.			NHES: 91 #E32
	Number of children ages 3-5 enrolled in pre-primary school (public and private)		South Carolina	
	Percent of children enrolled in pre-school	Zero Population Growth, Kid Friendly Cities Report Card		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of communities that offer universal access to school-based or school-linked preschool		Vermont ("Ready Schools" Principal Questionnaire, #7)	
	Number of licensed centers		Vermont (Child Care Services Division)	
	Number of licensed child care spaces available for every 100 children of working parents		Minnesota (Child Care Resource and Referral, Census data)	
	Number of registered family day care homes		Vermont (Child Care Services Division)	
	Percent of 4-year-olds enrolled in licensed/registered early childhood programs		New York (Office of Children and Family Services)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of regulated/licensed child care programs		New York (Office of Children and Family Services)	
	Percent of child care slots in accredited programs		Rhode Island	
	Number of accredited child care facilities		New York (Office of Children and Family Services)	
	Percent of family child care slots in accredited programs		Rhode Island	
	Number of nationally accredited early child care and education sites		Delaware (planned; National Association for the Education of Young Children)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of nationally accredited family child care homes		Delaware (planned; National Association for the Education of Young Children)	
	Percent of child care center staff with early childhood education degree		Rhode Island (Rate Survey)	
	Percent of family child care staff with early childhood training		Rhode Island (Rate Survey)	
	Percent of child care center slots in programs with low staff turnover rate		Rhode Island (Rate Survey)	
	Number of serious injuries (abuse) in child care		Vermont (Child Care Services Division)	
	Number of reported injuries or deaths in child care		New York (Office of Children and Family Services)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children whose child care providers have received education or training specifically related to young children, such as in early childhood education or child psychology			NHES: 95 #E24
	Percent of children who were in a regulated early childhood program (licensed center, registered family day care home, Head Start, or other preschool) in the year before kindergarten		Vermont ("Ready Kindergartners" Questionnaire—teacher)	
	Percent of early care and education slots in programs without health and safety violations		Rhode Island (planned—DCYF Child Care Licensing)	
	Percent of parents using quality child care arrangements as defined by training levels, years of experience, and accreditation		Minnesota (Child Care Resource and Referral)	
	Percent of early care and education programs of high quality versus poor quality		Rhode Island (planned—DCYF/DHS)	
	Percent of adults who are satisfied with their childcare	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of Minnesota families paying more than 10% of their income for child care		Minnesota (MN Household Child Care Survey)	
	Percent of families receiving child care assistance		Minnesota (Child Care Assistance Data)	
	Percent of licensed child care providers who are willing to care for children receiving child care assistance		Minnesota (Child Care Resource and Referral)	
	Percent of income-eligible families using child care subsidies (i.e., child care subsidy "take-up rate")		Rhode Island	
	Percent of families receiving child care support		Delaware (planned; Dept. of Health and Social Services)	
	Percent of families on child care subsidies		New York (Office of Children and Family Services)	

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition B: High Quality Child Care	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of subsidized slots		New York (Office of Children and Family Services)	
	Average weekly rate for child care		Vermont (Child Care Services Division)	
	Subsidized weekly rate for child care		Vermont (Child Care Services Division)	
	Percent of families who have access to resources in making child care decisions		Minnesota (Child Care Resource and Referral)	
	Percent of children and families whose transportation needs for child care and other early education are met		Minnesota (School Readiness)	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition C: Family Economically Secure	Total income of all persons in household: $25,000 or less, more than $25,000			NHES:91 #S22; NHES:93 #R168; NHES:93 #P123; NHES: 95 #P8; NHES: 99 #PW6
	Median income for families with children under age 6, by household type: Married couple household Single male headed household Single female headed household		South Carolina	
	Personal income per capita	Sustainable Measures Indicators Database		
	Average earnings per job	Sustainable Measures Indicators Database		
	Median family income as percent of US median	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Per capita income as percent of state average	Sustainable Measures Indicators Database		
	Per capita income in non metropolitan areas	Sustainable Measures Indicators Database		
	Poverty status for families with children under age 5, by household type: Children living in a married couple household with an income below the poverty level Children living in a single parent household with an income below the poverty level Children living with a single father with an income below the poverty level Children living with a single mother with an income below the poverty level		South Carolina	
	Ratio of income to poverty status for families with children under age 5: Families living at 50% of poverty and below Families living at 100% of poverty and below Families living at 185% of poverty and below Families living at 200% of poverty and below		South Carolina	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children under age 6 below the poverty line		Rhode Island	
	Percent of children/youth in poverty		New York (Office of Temporary and Disability Assistance)	
	Percent of children living in poverty	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database		
	Percent of jobs that pay a livable wage for a family of two	Sustainable Measures Indicators Database		
	Percent of jobs that did not pay a self sufficiency wage	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of people living below the poverty line	Sustainable Measures Indicators Database		
	Percent of households with incomes more than 200 percent above poverty line	Sustainable Measures Indicators Database		
	Employment Rate	Sustainable Measures Indicators Database		
	Unemployment rate	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Employment status of parents in families with children under age 6, by family type (both parents present, single mother, single father): Both parents are in the labor force One parent is in the labor force No parent is in the labor force		South Carolina	
	Hours worked per week of parents with children under age 6, by family type (both parents present, single mother, single father)		South Carolina	
	Percent of mothers with low education	Kids Count, City Trends (1990-1998)		
	Highest grade or year of school that parent(s) completed: up to 8th grade, 9th to 11th grade, 12th grade but no diploma, high school diploma/equivalent, vo/tech program after high school but no vo/tech diploma, vo/tech diploma after high school, some college but no degree, associates degree, bachelors degree, graduate or professional school but no degree, masters degree (MA, MS), doctorate degree (PhD, EDD), professional degree beyond bachelors degree (medicine/MD, dentistry/DDS, law/JD/LLB, etc.)		North Carolina (School Readiness Assessment—parent survey #9 & 10)	NHES: 95 #N7; NHES: 99 #PU5; NHES: 93 #R137
	Number of births to mothers with less than a high school diploma		South Carolina	

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults reporting they work for pay	Hope VI Resident Satisfaction Survey #62		
	Percent of adults reporting they are enrolled in school or in a vocational training program	Hope VI Resident Satisfaction Survey #63		
	Percent of adults reporting they are looking for employment	Hope VI Resident Satisfaction Survey #64		
	Percent of residents who want to work full time who actually work full time	Sustainable Measures Indicators Database		
	Percent of disposable personal income that is being saved	Sustainable Measures Indicators Database		
	Per capita debt	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents reporting that since their child was born, their family had serious financial problems or was unable to pay the monthly bills			ECLS-K (Fall 1999) EMQ.190
	Percent of parents reporting that in between a child's birth and their fifth birthday, their family had serious financial problems or was unable to pay the monthly bills			NHES: 93 #R125
	Percent of parents reporting that in between a child's birth and their fifth birthday, their family was on welfare or received AFDC (Aid to Families with Dependent Children)			NHES: 93 #R129
	Percent of children currently receiving AFDC	Sustainable Measures Indicators Database		
	Percent of AFDC recipients who have received it for more than 24 consecutive months	Sustainable Measures Indicators Database		
	Percent of residents receiving welfare	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of children ages 0-4 in families receiving welfare		Vermont (Dept. of Social Welfare)	
	Number of single mothers with children under 6 who are on TANF		South Carolina	
	Percent of children receiving public assistance		New York (Office of Temporary and Disability Assistance)	
	Percent of parents reporting that in between a child's birth and their fifth birthday, their family received food stamps			NHES: 93 #R127
	Percent of children receiving food stamps		New York (Office of Temporary and Disability Assistance)	
	Percent of people who are food stamp recipients	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition C: Family Economically Secure	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of single mothers with children under 6 who are receiving food stamps		South Carolina	
	Number of single mothers with children under 6 who are on Medicaid		South Carolina	
	Average healthcare as a percent of income	Sustainable Measures Indicators Database		
	Health care cost relative to state/local expenditure	Sustainable Measures Indicators Database		
	Percent of population covered by health insurance	Sustainable Measures Indicators Database		
	Percent of children eligible for free or reduced price lunch	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition D: Family Connected to Supportive Networks, Formal and Informal	Percent of adults who feel that a friend or family member would suggest doing something, just to take their mind off their problems	SS-B #1; ISSB #6		
Subcondition D: Family Connected to Supportive Networks, Formal and Informal	Percent of adults who feel that a friend or family member would visit them or invite them over	SS-B #2		
	Percent of adults who feel that a friend or family member would comfort them if they were upset	SS-B #3		
	Percent of adults who feel that a friend or family member would give them a ride if they needed one	SS-B #4		
	Percent of adults who feel that a friend or family member would have lunch or dinner with them	SS-B #5		
	Percent of adults who feel that a friend or family member would look after their belongings (house, pets, etc.) for a while	SS-B #6; ISSB #4		
	Percent of adults who feel that a friend or family member would loan them a car if needed	SS-B #7		
	Percent of adults who feel that a friend or family member would joke around or suggest doing something to cheer them up	SS-B #8; ISSB # 37		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would go to a movie or concert with them	SS-B #9		
	Percent of adults who feel that a friend or family member would suggest how they could find out more about a situation	SS-B #10		
	Percent of adults who feel that a friend or family member would help them with a move or big chore	SS-B #11		
	Percent of adults who feel that a friend or family member would listen to them if they needed to talk about their feelings	SS-B #12; ISSB #24		
	Percent of adults who feel that a friend or family member would have a good time with them	SS-B #13		
	Percent of adults who feel that a friend or family member would pay for their lunch if they were broke	SS-B #14		
	Percent of adults who feel that a friend or family member would suggest a way they might do something	SS-B #15, ISSB #15		
	Percent of adults who feel that a friend or family member would give them encouragement to do something difficult	SS-B #16		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would give them advice about what to do	SS-B #17		
	Percent of adults who feel that a friend or family member would chat with them	SS-B #18; ISSB #7		
	Percent of adults who feel that a friend or family member would help them figure out what they want to do	SS-B #19		
	Percent of adults who feel that a friend or family member would show them that they understood what they want to do	SS-B #20		
	Percent of adults who feel that a friend or family member would buy them a drink if they were short of money	SS-B #21		
	Percent of adults who feel that a friend or family member would help them decide what to do	SS-B #22; ISSB #16		
	Percent of adults who feel that a friend or family member would give them a hug or otherwise show them they are cared about	SS-B #23		
	Percent of adults who feel that a friend or family member would call them just to see how they are doing	SS-B #24		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would help them figure out what was going on	SS-B #25		
	Percent of adults who feel that a friend or family member would help them out with some necessary purchases	SS-B #26		
	Percent of adults who feel that a friend or family member would not pass judgement on them	SS-B #27		
	Percent of adults who feel that a friend or family member would tell them who to talk to for help	SS-B #28		
	Percent of adults who feel that a friend or family member would lend them money for an indefinite period of time	SS-B #29		
	Percent of adults who feel that a friend or family member would be sympathetic if they were upset	SS-B #30		
	Percent of adults who feel that a friend or family member would stick by them in a crunch	SS-B #31		
	Percent of adults who feeling that a friend or family member would buy them clothes if they were short of money	SS-B #32		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would tell them about the available choices and options	SS-B #33		
	Percent of adults who feel that a friend or family member would loan them tools, equipment, or appliances if they needed them	SS-B #34		
	Percent of adults who feel that a friend or family member would give them reasons why they should or should not do something	SS-B #35		
	Percent of adults who feel that a friend or family member would show affection for them	SS-B #36		
	Percent of adults who feel that a friend or family member would show them how to do something they don't know how to do	SS-B #37, ISSB #35		
	Percent of adults who feel that a friend or family member would bring them little presents or things they need	SS-B #38		
	Percent of adults who feel that a friend or family member would tell them the best way to get something done	SS-B #39		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would talk to other people to arrange something for them	SS-B #40		
	Percent of adults who feel that a friend or family member would loan them money and want to "forget about it"	SS-B #41		
	Percent of adults who feel that a friend or family member would tell them what to do	SS-B #42		
	Percent of adults who feel that a friend or family member would offer them a place to stay for a while	SS-B #43; ISSB #38		
	Percent of adults who feel that a friend or family member would help them think about a problem	SS-B #44		
	Percent of adults who feel that a friend or family member would loan them a fairly large sum of money (the equivalent of a month's rent or mortgage)	SS-B #45		
	Percent of adults who feel that a friend or family member would help them understand why they didn't do something well	ISSB #23		
	Percent of adults who feel that a friend or family member would give them feedback on how they are doing	ISSB #36		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would make it clear what is expected of them	ISSB #13		
	Percent of adults who feel that a friend or family member would give them some information to help them understand a situation	ISSB #19		
	Percent of adults who feel that a friend or family member would check back with them to see if they followed their advice	ISSB #21		
	Percent of adults who feel that a friend or family member would tell them who they should see for assistance	ISSB #32		
	Percent of adults who feel that a friend or family member would tell them what to expect in a future situation	ISSB #33		
	Percent of adults who feel that a friend or family member would say things to make their situation clearer	ISSB #27		
	Percent of adults who feel that a friend or family member would assist them in setting a goal for themselves	ISSB #12		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would tell them what they did in a similar situation	ISSB #5		
	Percent of adults who feel that a friend or family member would tell them how they felt in a similar situation	ISSB #28		
	Percent of adults who feel that a friend or family member would tell them that they feel very close to them	ISSB #28		
	Percent of adults who feel that a friend or family member would let them know they will always be around when help is needed	ISSB #29		
	Percent of adults who feel that a friend or family member would tell them they are okay just the way they are	ISSB #10		
	Percent of adults who feel that a friend or family member would express interest and concern for their well-being	ISSB #30		
	Percent of adults who feel that a friend or family member would comfort them by showing them some physical affection	ISSB #18		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who feel that a friend or family member would tell them they would keep their conversations confidential	ISSB #11		
	Percent of adults who feel that a friend or family member would express esteem or respect for a competency of theirs	ISSB #14		
	Percent of adults who feel that a friend or family member would be there for them in a stressful situation	ISSB #2		
	Percent of adults who feel that a friend or family member would agree with them that what they want to do is right	ISSB #26		
	Percent of adults who feel that a friend or family member would let them know that they did something well	ISSB #8		
	Percent of adults who feel that a friend or family member would help them do something that needs to be done	ISSB # 39		
	Percent of adults who feel a sense of community with other people on their block (e.g., they share interests and concerns)	Neighboring in an Urban Environment #C1		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who care about the block they live on	Neighboring in an Urban Environment #C3		
	Percent of adults who participate in a block organization	Neighboring in an Urban Environment #D1		
	Percent of adults who have done volunteer work in their community in the past 12 months	Hope VI Resident Satisfaction Survey #65		
	Average rescue call response time	Sustainable Measures Indicators Database		
	Emergency calls per capita	Sustainable Measures Indicators Database		
	Percent citizen participation in community projects	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION II: SUPPORTIVE SOCIAL & COGNITIVE ENVIRONMENTS Subcondition D: Family Connected to Supportive Networks, Formal and Informal	MEASURES OF PROGRESS	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of people feeling they can rely on others in the community for help	Sustainable Measures Indicators Database		
	Percent who say most people can be trusted	Sustainable Measures Indicators Database		
	Neighborhood livability as rated by residents	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	Percent of adults who are satisfied with the building they live in	Hope VI Resident Satisfaction Survey #3		
	Percent of adults who are satisfied with the apartment they are living in	Hope VI Resident Satisfaction Survey #4		
	Percent of housing units whose condition is: Sound Having minor/some deterioration Having major deterioration Being dilapidated/abandoned	Hope VI Windshield Survey #5		
	Percent of dwellings in need of major repair	Sustainable Measures Indicators Database		
	Percent of adults who report that in their apartment there is a problem with peeling paint on walls or broken plaster	Hope VI Resident Satisfaction Survey #6		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their apartment there is a problem with plumbing that doesn't work	Hope VI Resident Satisfaction Survey #7		
	Percent of adults who report that in their apartment there is a problem with rats or mice	Hope VI Resident Satisfaction Survey #8		
	Percent of adults who report that in their apartment there is a problem with broken locks or no locks on the door to the unit	Hope VI Resident Satisfaction Survey #9		
	Percent of adults who report that in their apartment there is a problem with broken windows or windows without screens	Hope VI Resident Satisfaction Survey #10		
	Percent of adults who report that in their apartment there is a problem with a heating system that doesn't work	Hope VI Resident Satisfaction Survey #11		
	Percent of adults who report that in their apartment there is a problem with a stove or refrigerator that does not work	Hope VI Resident Satisfaction Survey #12		
	Percent of adults who report that in their apartment there is a problem with exposed wire or electrical problems	Hope VI Resident Satisfaction Survey #13		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their building there is a problem with broken light bulbs that are not replaced for at least 24 hours	Hope VI Resident Satisfaction Survey #27		
	Percent of adults who report that in their building there is a problem with trash and junk in the halls and stairwells	Hope VI Resident Satisfaction Survey #28		
	Percent of adults who report feeling that people in their building generally help each other out	Hope VI Resident Satisfaction Survey #39		
	Percent of adults who report that in their building during the past 12 months there were vacant apartments boarded up	Hope VI Resident Satisfaction Survey #48		
	Percent of adults who report that in their building during the past 12 months there were vacant apartments rented to new tenants within 30 days	Hope VI Resident Satisfaction Survey #49		
	Percent of adults who report that in their building during the past 30 days there were things fixed by the housing authority	Hope VI Resident Satisfaction Survey #50		
	Percent of adults who report that in their building during the past 12 months the elevators were not working for more than 24 hours	Hope VI Resident Satisfaction Survey #51		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their building during the past 12 months there were problems with trash piling up in the hallways	Hope VI Resident Satisfaction Survey #52		
	Percent of adults who report that in their building during the past 12 months the housing authority started new programs or activities	Hope VI Resident Satisfaction Survey #53		
	Indoor air quality	Sustainable Measures Indicators Database		
	Percent of adults who report that in their apartment there is a problem with too little living space	Hope VI Resident Satisfaction Survey #14		
	Floor area per person in housing	Sustainable Measures Indicators Database		
	Percent of adults who report that in their apartment there is a problem with adequacy of storage space	Hope VI Resident Satisfaction Survey #15		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their apartment there is a problem with too much noise	Hope VI Resident Satisfaction Survey #16		
	Home Ownership: Percent who rent, own, or have another arrangement			NHES:91 #S20; NHES: 93 #R160; NHES: 93 #P116; NHES: 95 #P1; NHES: 99 #PW1
	Average house price to income ratio	Sustainable Measures Indicators Database		
	Homeownership rate	Sustainable Measures Indicators Database		
	Percent of adults who report that their block is a good place to raise kids	Neighboring in an Urban Environment #B4g		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who rate the overall quality of their neighborhood as {excellent, good, fair, or poor}	Hope VI Windshield Survey #14		
	Percent of adults who are satisfied with the block they live on	Neighboring in an Urban Environment #B1		
	Percent of adults who are satisfied with their neighborhood (defined as the area around their block)	Neighboring in an Urban Environment #B2		
	Percent of adults who report their block as safe	Neighboring in an Urban Environment #B4a		
	Percent of adults who report feeling safe being alone at night in the area right outside their building (parking lots, lawns, streets or sidewalks right outside their building)	Hope VI Resident Satisfaction Survey #17		
	Percent of adults who report feeling safe alone at night in their apartments	Hope VI Resident Satisfaction Survey #18		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their building there is a problem with people being attacked or robbed in the stairwells, hallways, elevators or lobby of their building	Hope VI Resident Satisfaction Survey #19		
	Percent of adults who report that in their building there is a problem with people selling drugs	Hope VI Resident Satisfaction Survey #20		
	Percent of adults who report that in their building there is a problem with people using drugs	Hope VI Resident Satisfaction Survey #21		
	Percent of adults who report that in their building there is a problem with shootings and violence	Hope VI Resident Satisfaction Survey #25		
	Percent of adults who report that in their building there is a problem with people breaking in or sneaking into homes to steal things	Hope VI Resident Satisfaction Survey #26		
	Percent of adults who report that in their building there is a problem with young people controlling the building	Hope VI Resident Satisfaction Survey #22		
	Percent of adults who report that in their building there is a problem with groups of people just hanging out	Hope VI Resident Satisfaction Survey #23		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that in their building there is a problem with graffiti (painting or writing on the walls)	Hope VI Resident Satisfaction Survey #24		
	Number of Neighborhood Watch Groups	Sustainable Measures Indicators Database		
	Percent of adults who report their block as attractive	Neighboring in an Urban Environment #B4b		
	Percent of adults who report their block houses in good condition	Neighboring in an Urban Environment #B4e		
	Percent of adults who report the streets/walks on their block as in good condition	Neighboring in an Urban Environment #B4f		
	Percent of adults who report their block as neat	Neighboring in an Urban Environment #B4c		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report their block as quiet	Neighboring in an Urban Environment #B4d		
	Number of noise complaints to local authorities	Sustainable Measures Indicators Database		
	Percent of new residential lots within ¼ mile of services	Sustainable Measures Indicators Database		
	Percent of neighborhood land being used for: residential commercial industrial institutional	Hope VI Windshield Survey #1		
	Percent of residential structures: Pre- 1945 1946-1960 1961-present	Hope VI Windshield Survey #2		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition A: Stable, Supportive Neighborhoods, Decent, Affordable Housing, Other Neighborhood Assets	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of residential structures: single-family detached garden/row/townhouse multifamily (2-4 units) multifamily (5-10 units) multifamily (10+ units)	Hope VI Windshield Survey #3		
	Percent of housing whose construction is: wood frame masonry mixed	Hope VI Windshield Survey #4		
	Percent of housing in neighborhood that is: luxury high quality average quality below quality poor	Hope VI Windshield Survey #13		
	Density of alcohol outlets in certain areas	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition B: Safe, Healthy Public Space	Percent of parents reporting it is very safe for children to play outside during the day in their neighborhood			ECLS-K (Spring 2000) HEQ.400
	Percent of people feeling safe walking alone at night	Sustainable Measures Indicators Database		
	Percent of people who report decreased park use due to fear	Sustainable Measures Indicators Database		
	Percent of families living in safe environments	NOWG, Data (Case reviews, program and school records, family surveys or interviews, parent/teacher ratings using scales, social service agency records, local or state statistics, data from home visits)		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of parents reporting that there is a big problem in the area or block around their house or apartment with garbage, litter or broken glass in the street or road, on the sidewalks, or in yards			ECLS-K (Spring 2000) HEQ.410
	Percent of adults who rate the condition of streets, curbs, and gutters in their neighborhood as {excellent, good, fair, or poor}	Hope VI Windshield Survey #6		
	Percent of adults who rate the maintenance of street lighting, trash containers, and signs in their neighborhood as {excellent, good, fair, or poor}	Hope VI Windshield Survey #7		
	Percent of adults who rate the presence of litter, abandoned cars, and other problems in their neighborhood as {excellent, good, fair, or poor}	Hope VI Windshield Survey #8		
	Percent of adults who report that outside their building there is a problem with trash and junk in the parking lots and lawns	Hope VI Resident Satisfaction Survey #36		
	Percent of adults who rate owner housekeeping (side yards, backyards, porches, or garages) in their neighborhood as {excellent, good, fair, or poor}	Hope VI Windshield Survey #9		
	Percent of parents reporting that there is a big problem in the area or block around their house or apartment with selling or using drugs or excessive drinking in public			ECLS-K (Spring 2000) HEQ.420

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that outside their building there is a problem with people selling drugs	Hope VI Resident Satisfaction Survey #31		
	Percent of adults who report that outside their building there is a problem with people using drugs	Hope VI Resident Satisfaction Survey #32		
	Percent of parents reporting that there is a big problem in the area or block around their house or apartment with burglary or robbery			ECLS-K (Spring 2000) HEQ.430
	Percent of adults who report that outside their building there is a problem with people being attacked or robbed	Hope VI Resident Satisfaction Survey #30		
	Percent of parents reporting that there is a big problem in the area or block around their house or apartment with violent crimes like drive-by shootings			ECLS-K (Spring 2000) HEQ.440
	Percent of adults who report that outside their building there is a problem with shootings and violence	Hope VI Resident Satisfaction Survey #35		
	Percent of parents reporting that there is a big problem in the area or block around their house or apartment with vacant houses and buildings			ECLS-K (Spring 2000) HEQ.450
	Percent of adults who report that outside their building there is a problem with groups of people just hanging out	Hope VI Resident Satisfaction Survey #33		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that outside their building there is a problem with graffiti (painting or writing on the walls)	Hope VI Resident Satisfaction Survey #34		
	Number of bad air days	Zero Population Growth, Kid Friendly Cities Report Card; Sustainable Measures Indicators Database		
	Number of complaints about air quality per year	Sustainable Measures Indicators Database		
	Air quality index	Sustainable Measures Indicators Database		
	Days per year that air quality standards are met	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition B: Safe, Healthy Public Space	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of acres of public open space	Sustainable Measures Indicators Database		
	Parks and playgrounds as percent of urban area	Sustainable Measures Indicators Database		
	Number of trees on public property	Sustainable Measures Indicators Database		
	Number of sworn police officers per 1000 people	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	Reported cases of abuse and neglect		South Carolina	
	Rate of child abuse and neglect for children ages 0-4		Vermont (Child Protection Agency)	
	Reported cases of physical abuse		South Carolina	
	Reported cases of neglect		South Carolina	
	Child abuse and neglect rate for children under age 5		Rhode Island	
	Percent of children who have been the victim of a crime or domestic violence			FACES-K Parent (Spring 1998, 1999) # N18
	Indicated reports of child abuse and maltreatment		New York (Office of Children and Family Services)	
	Abuse and neglect rate of children	Sustainable Measures Indicators Database		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Number of children receiving protective services for abuse/neglect	Sustainable Measures Indicators Database		
	Percent of children who have ever witnessed a crime or domestic violence			FACES-K Parent (Spring 1998) # P2a; FACES-K Parent (Spring 1998) # N17
	Percent of adults who report having bullets come into their apartment in the past 12 months	Hope VI Resident Satisfaction Survey #46		
	Percent of adults who report that they or someone they know had their purse or jewelry snatched from them in the past 12 months	Hope VI Resident Satisfaction Survey #41		
	Percent of adults who report that they or someone they know was stabbed or shot in the past 12 months	Hope VI Resident Satisfaction Survey #43		
	Percent of adults who report that someone tried to break into their home to steal something in the past 12 months	Hope VI Resident Satisfaction Survey #44		

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Percent of adults who report that they or someone they know was beaten or assaulted in the past 12 months	Hope VI Resident Satisfaction Survey #42		
	Percent of adults who report that they or someone they know was caught in a shootout in the past 12 months	Hope VI Resident Satisfaction Survey #45		
	Violent and property crimes per 1,000 persons	Zero Population Growth, Kid Friendly Cities Report Card		
	Crime victims as a percent of population	Sustainable Measures Indicators Database		
	Crime rate	Sustainable Measures Indicators Database		
	Property crime rate	Sustainable Measures Indicators Database		

Basic Measures of Progress

CONTRIBUTING CONDITION III: SAFE PHYSICAL ENVIRONMENTS Subcondition C: Absence of Abuse, Neglect, Exposure to Violence	MEASURES OF PROGRESS At time of entry to school	INDICATORS Now available and in use (See legend for acronym list)		
		Local	State	National
	Violent crime rate	Sustainable Measures Indicators Database		
	Domestic assault reported per 100,000 people	Sustainable Measures Indicators Database		
	Homicide rate per 100,000 people	Sustainable Measures Indicators Database		
	Rapes reported per 10,000 people	Sustainable Measures Indicators Database		

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